



Education
Scotland
Foghlam Alba

Exemplar of an outdoor kindergarten in Norway

How and why to 'get the bairns oot' into nature

For Scotland's learners, with Scotland's educators

Exemplar of an outdoor kindergarten in Norway:

How and why to 'get the bairns oot' into nature – reflective questions



The following reflective questions should be used in conjunction with the series of 10 short video clips. You can access the links to the clips by clicking on the titles of each question slide.

The questions should encourage you to reflect upon your current outdoor learning provision to consider what's working well and what can be improved.

Turid Boholm, owner/manager of Bukkespranget Natur Barnhage

Clip 1: Get the bairns oot!

‘To take a leap into the unknown’

Turid explains the importance of a shared understanding of the ‘how and the why’ of her setting’s approach between children, staff and parents.

Consider:

- Why is it important to ‘get the bairns oot’?
- How do you currently do this in your setting?
- Is there a shared understanding across your team of what rich outdoor learning experiences are in practice?
- Do all children have the opportunity for outdoor learning every day?
- How much consideration do you give to developing associated skills for children to support their learning in the outdoors?
- Do you consider the level of challenge your children require when outdoors?

Clip 2: Tromsø

‘Our neighbourhood invites us to play outdoors’

Turid describes the context of her setting.

Consider:

- How does the context of your setting influence your approaches to outdoor learning?
- What is unique about your context for outdoor learning?
- Are there any barriers and how can these be approached?
- In what ways do you use your wider community for outdoor learning?
- Do you give your children enough time to practice the skills they are learning when outdoors?

Clip 3: Norwegians and outdoor learning = true

‘What is your best childhood memory?’

Turid explains childhood experiences are important for later activity. In her approach pride is taken in loving nature and being outdoors. She finds that parental values make them want the same for their children.

Consider:

- What are your own memories of being outdoors as a child?
- How do your experiences and opinions influence your thoughts about outdoor learning experiences for children?
- What are the feelings of parents towards outdoor learning?
- How do you communicate with parents about, and involve parents in, outdoor learning?

Clip 4: Inherit

‘They are going to inherit the earth so we have to make them capable’

Turid explains the Norwegian policy framework context of her approach.

Consider:

- In what ways do children in your setting experience the vast diversity of nature and the outdoor environment?
- How aware are you of the policy context for outdoor play and learning in Scotland?
- Does your outdoor curriculum approach link with specific research and theory?
- In what ways are children developing skills and attitudes that will last them a lifetime?

Clip 5: You just had to explore!

‘Children need to play, with some risk involved’

Consider:

- What kinds of learning opportunities provide children with ways to challenge themselves and explore risk?
- How do you explore and discuss attitudes to risk within the team to ensure a shared approach?
- How do you share this with parents and work together?
- How do you ensure practitioners are clear about their roles in the outdoors?
- How much consideration do you give to ensuring children have a variety of experiences in the outdoors (for example, rest, adventure, excitement)?

Clip 6: Healthy food, both in and outdoors

‘Food has been one of the most difficult things because food is so private’

Turid talks about overcoming the difficulties around ensuring children are eating healthily. ‘It’s like reading a book... you have to involve the children... we have to figure it out together.’

Consider:

- How do you support children and families to make healthy choices about food?
- Are your outdoor food options available to children as healthy as indoors?
- How can you use the skills of parents and practitioners to support healthy cooking and food choices both indoors and outdoors?

Clip 7: And then we rest

‘Time to think, to talk and sleep... when sleeping the learning consolidates’

Consider:

- Do you consider the importance of children having rest/sleep during their session?
- How can this be improved in your setting?



Clip 8: Learning science through first-hand experience

‘We can’t teach children about chickens and eggs and baby lambs from indoors’

Turid discusses how the children learn biology through outdoor experiences at Bukkespranget nature kindergarten.

Consider:

- Do you provide real-life experiences for your children to help them learn about planting/growing/life cycles?
- Do you provide opportunities for children to interact with and learn about living creatures in their natural habitats?

Clip 9: Stuff

‘We need stuff to make it happen’

In Bukkespranget nature kindergarten children and practitioners make things from what they have. They are also taught how to use tools such as sharp knives made especially for children to enable them to develop skills.

Consider:

- In what ways do you provide children with real life contexts to bring your curriculum to life?
- How do you support children’s investigation and curiosity?
- How do you support your children to develop the appropriate skills to use real-life tools?



Clip 10: Success criteria

‘How do we measure?’

In Bukkespranget nature kindergarten success is measured in two ways:

- When the child asks for more
- When the parents tell stories

Consider:

- How do you know you are making a difference to children’s learning over time?
- How can the stories of parents and carers be captured and used in a meaningful way to enrich your children’s experiences?



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